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ABSTRACT

The sample for the 1975 field test of the Barber Scales of Self-Regard for Preschool Children came from Episcopal schools distributed widely by geographical area. The instrumentation included, besides the self-regard scales, the Self-Concept and Motivation Inventory and the Minnesota Personality Profile II, plus a demographic questionnaire. The basic sample, n=177, represents children from 3 to 5 years of age from middle to upper middle class families. The design of the field test included analysis for usability, reliability, plus content, concurrent and construct validity of the Self-Regard Scales. The computer analysis made use of two Biomedical Programs. (Author/RC)

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DESCRIPTION OF THE DESIGN AND SAMPLE FOR THE 1975 FIELD TEST OF THE BARBER SCALES OF SELF-REGARD FOR PRESCHOOL CHILDREN

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Introduction

The Barber Scales of Self-Regard for Preschool Children were designed by the research staff of the Union College Character Research Project. It is our belief that such assessment devices are sorely needed at the preschool level (Barber, '75). It is also our belief that the development in preschoolers of positive attitudes about themselves is of basic importance to their future mental health and well being. Our convictions also include the necessity of assessment based education whereby children can be taught at their own level rather than at some mythical age or grade level. The Scales of Self-Regard assess normal levels of development so that curricular materials can be developed for each level. Thus a child's level can be matched by educational materials that aid in progress to the next more mature level, without pressuring the child by unrealistic expectations (Barber '74).

A great deal of research, both theoretically and empirically based, has gone into the construction of the Self-Regard Scales. The analyses of two field tests with the Scales has been completed. The report of all this work is available (Barber & Peatling, 1975). The analysis of the third field test is yet to be reported.

Since the analysis and results are so numerous, several separate papers have been written. This paper is the first of the series and describes the design and sample of the 1975 field test.

The purpose of the 1975 field test of the Scales of Self-Regard was to replicate and expand the previous field test of the Scales in 1974. In the previous field test there were 448 administrations of a Scale where parent raters completed from two to seven of the Scales. In the 1975 field test, there were 177 parent raters who completed the full set of seven Scales for their child. In the previous field test the sample was predominantly from the northeast with some representation from midcontinent states. In this 1975 field test a broader geographical distribution was attempted.

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The results of the previous field test (Barber & Peatling, 1975) did give positive results for the Scales on usability, reliability, and content validity. These technicalities were designed to be further tested in the 1975 sample. Tests for concurrent and construct validity were added in order to further expand our knowledge about the Scales of Self-Regard.

Design of the Sample

The actual description of the sample will be given. This section is intended to demonstrate only how the sample was obtained and what was requested of that sample.

Since multiple ratings of a child on the Self-Regard Scales were desired for purposes of studying reliability, it seemed reasonable to approach parents through schools where teachers also could rate children. Reverend John Paul Carter, Executive Secretary of the National Association of Episcopal Schools, offered his interest in the research and his cooperation in obtaining a sample of schools. Episcopal schools, particularly those for nursery and kindergarten children, are spread widely throughout the United States.

Administrators of schools, selected on the basis of the school's geographical location, received letters asking for their participation in the Self-Regard Project. The following schools agreed to participate and did, in fact, participate. Our appreciation for their cooperation is gratefully acknowledged.

St. George's Kindergarten
Nashville, Tennessee

St. James Parish School
South Pasadena, California

St. Faith's School
Miami, Florida

Old Donation Episcopal Day School
Virginia Beach, Virginia

St. Luke's Episcopal School
Mobile, Alabama

Oregon Episcopal Schools
Beginning School
Portland, Oregon

St. Matthew's Episcopal Day School
San Mateo, California

St. Paul Episcopal Learning Center
Pekin, Illinois

St. Luke's Parish School
San Francisco, California

St. Luke's Episcopal School
San Antonio, Texas

St. Mark's School
Salt Lake City, Utah

St. Luke's Day School
Fort Worth, Texas

St. Thomas Day School
Medina, Washington

All Saints Day Care
Denver, Colorado

St. George's Episcopal Day School
Oklahoma City, Oklahoma

Taking the first number of the zip code as an indication of geographical location, this sample represents areas from codes 2, 3, 6, 7, 8 and 9. In the previous field test zip codes 0, 1, 4 and 5 are represented. Therefore, data is available countrywide.

Each school in the present sample was asked to find 12 parents of children 2-5 years of age who would be willing to rate their child on the seven Scales of Self-Regard. There were further requests asking for deeper involvement in the Self-Regard project. These requests were optional because of the nature of this volunteer sample. Schools responded at different levels of involvement as they were able. The requests were:

1. Ratings on the Self-Regard Scales by the other spouse
2. Ratings on the Self-Regard Scales by the teachers of the children rated by a parent(s)
3. Ratings by both teacher and a parent on the Minnesota Personality Profile II
4. Administration by teachers of the SCAMIN to the 4- and 5-year-old children in the sample

The last two requests will be explained here although more detailed information will be given later. The Minnesota Personality Profile II (MPPII) was designed to measure general emotional and personal adjustment. The instrument contains ten five-point Scales all on one single page. This very simple device requires no special administration and only a brief amount of time for completion. A study of the MPPII, its research background and its items, suggested that data from this instrument would be appropriate for studies of construct validity.

The SCAMIN or "what face would you wear" purportedly assesses self-concept. It was chosen for the purpose of studying concurrent validity. Because of financial limitations placed on the total Self-Regard project, all instrument distribution and data collection was done through the mails. Therefore, an

instrument that required no special training in its administration had to be chosen. Teachers administered the test to groups of children in the sample and mailed us the results for scoring.

Both the SCAMINS and MPPIIs were sent to the volunteering schools immediately following receipt of the completed Self-Regard Scales. SCAMINs were received from 11 schools. MPPIIs were received from 10 schools. Some schools that administered SCAMINs did not return MPPIIs and vice versa. Therefore, the reader should be prepared for n's that vary from study to study. The basic n of 177 applies to number of children for whom we had, at the least, one completed set of the seven Scales of Self-Regard from a parent.

The Scales of Self-Regard included a questionnaire on demographic variables. The description of the 1975 sample based on analysis of these demographic variables follows.

Description of the 1975 Sample

The Children

The following tables display the age and sex of the children in the sample:

Table I - Ages of the Children in the Total Sample on Self-Regard

Age of Children	n	%
2 years	1	.6
3 years	37	21.0
4 years	68	38.6
5 years	71	40.4
Total	177	

Table II - Sex of the Children in the Total Sample on Self-Regard

Sex of Children	n	%
Male	91	51.4
Female	86	48.6
Total	177	

Table III - Ages by Sex of the Children in the Total Sample on Self-Regard

Age of Male Children	n	% of Males	% of Total Sample	Age of Female Children	n	% of Females	% of Total Sample
2 years	0	0.0	0.0	2 years	1	1.1	.6
3 years	20	22.0	11.3	3 years	18	20.9	10.2
4 years	38	41.7	21.5	4 years	30	34.9	16.9
5 years	33	36.2	18.6	5 years	37	43.0	20.9
Total Male	91			Total Female	86		

The following tables display the children's experience in group situations. The nomenclature for school level varies in different schools. There were discrepancies found between answers to questions where multiple data on a child was available. The arbitrary decision was made that disagreements would be resolved by choosing mother's answer rather than teacher's or father's. The chance of error is readily admitted.

Table IV - Sunday Church School Attendance of Children in the Total Sample on Self-Regard

	n	%
Do not attend Sunday Church School	137	77.4
Attend Sunday Church School	40	22.6
Total	177	

Table V - Nursery School/Day Care Attendance of Children in the Total Sample on Self-Regard

	n	%
Do not attend Nursery School/Day Care	47	26.6
Attended Nursery School/Day Care 9 months or less	78	44.1
Attended Nursery School/Day Care more than 9 months	52	29.4
Total	177	

Table VI - Kindergarten Attendance of Children in the Total Sample on Self-Regard

	n	%
Do not attend Kindergarten	130	73.4
Attend Kindergarten	44	24.8
No information	3	1.7
Total	177	

The Parents

The following tables give information on age, education and work of the parents for both mother and father.

Table VII - Age of Parents of Children in the Total Sample on Self-Regard

Age of Father	n	%	Age of Mother	n	%
20 - 29 years	37	20.9	20 - 29 years	54	30.5
30 - 39 years	111	62.7	30 - 39 years	111	62.7
40 - 49 years	23	13.0	40 - 49 years	10	5.6
Older	4	2.3	Older	0	0.0
No information	2	1.1	No information	2	1.1
Total	177		Total	177	

Table VIII - Education of Parents of Children in the Total Sample on Self-Regard

Education of Father	n	%	Education of Mother	n	%
High school	16	9.0	High school	28	15.8
Vocational training	5	2.8	Vocational training	5	2.8
College	107	60.5	College	122	68.9
Professional school	46	26.0	Professional school	20	11.3
No information	3	1.7	No information	2	1.1
Total	177		Total	177	

Table IX - Work of Parents of Children in the Total Sample on Self-Regard

Father's Work	n	%	Mother's Work	n	%
No information	7	4.0	Do not work	122	68.9
Work part time	4	2.3	Work part time	31	17.5
Work full time	166	93.8	Work full time	24	13.6
Total	177		Total	177	

Family Variables

On six questionnaires, mothers either indicated being divorced or failed to give any information on father. It was assumed that these six were solo-parent families. It was further assumed that the remaining 171 families (96.6% of the sample) were two-parent families.

The last three tables display information on number of children in families, family income and geographical distribution of the families.

Table X - Number Children in Family of Children in the Total Sample on Self-Regard

No. Children in Family	n	%
1	42	23.7
2	82	46.3
3	37	20.9
4 or more	15	8.5
No information	1	.6
Total	177	

Table XI - Income of Family of Children in the Total Sample on Self-Regard

Income	n	%
$10,000 or below	10	5.6
$10,000 to $14,999	39	22.0
$15,000 to $19,999	37	20.9
$20,000 and above	88	49.7
No information	3	1.7
Total	177	

Table XII

First Zip Code Number of Families of Children in the Total Sample on Self-Regard

Zip Code	n	%
0	0	0.0
1	0	0.0
2	12	6.8
3	37	20.9
4	0	0.0
5	0	0.0
6	11	6.2
7	39	22.0
8	24	13.6
9	54	30.5
Total	177	

It is hoped that the above information will aid the reader in interpreting the results of the separate studies on usability, reliability and validity of the Barber Scales of Self-Regard - Preschool Form.

As a further aid, a description will follow of the data collected.

Description of the Data Collected from the 1975 Sample

As has been indicated, different schools participated at different levels of involvement in the Self-Regard project. The tables which follow indicate the numbers of received Self-Regard Scales, MPPII's and SCAMIN's by rater categories. The tables are presented so that the reader can observe frequencies by geographical distribution as expressed by first number of zip code. There are two reasons: 1. the anonymity of individual school's ability to participate at given levels of involvement is preserved, and 2. the claim for widespread geographical distribution of the sample can be more adequately evaluated by the reader. Percentages indicate the pro portion of the data within a category that was received from a particular zip code area. Categories are exclusive with no overlaps.

Table XIII - Amounts of Data Received on Full Sets of Seven Self-Regard Scales by Category and Zip Code

Zip Code	Teacher and One Parent		Teacher and Two Parents		One Parent		Two Parents	
	n	%	n	%	n	%	n	%
2			12	27.3				
3	35	40.7			2	4.5		
6	11	12.8						
7	14	16.3	23	52.3	1	2.3	1	33.3
8	4	4.6	8	18.2	12	27.3		
9	22	25.6	1	2.3	29	65.9	2	66.7
Total	86		44		44		3	

Table XIV - Amounts of Data Received on MPPII by Category and Zip Code

Zip Code	Teacher and One Parent		Teacher and Two Parents		One Parent		Teacher Only	
	n	%	n	%	n	%	n	%
2	12	12.4						
3	22	22.7	1	100.0			2	16.7
6	9	9.3			1	33.3	1	8.3
7	27	27.8			2	66.4	5	41.7
8	11	11.3						
9	16	16.5	—		—		4	33.3
Total	97		1		3		12	

Table XV - Amount of Data on SCAMIN Received from Students by Zip Code

Zip Code	Children	
	n	%
2	6	6.5
3	32	34.8
6	8	8.7
7	29	31.6
8	5	5.4
9	12	13.0
Total	92	100.0

The above tables describe the data received on the three instruments used in the 1975 field test. They are not intended to necessarily indicate frequencies for separate studies. For example, the tables can not indicate the n for a study of correlations between Self-Regard Scales and MPPII scales. The n's for separate studies will and must vary.

With this amount and variety of data available, the reader can appreciate the research possibilities inherent in the data. Separate studies will be reported. Before those studies are reported, there remains one last section to this paper. How was the data handled in order to obtain the quantity and quality of results that are maximally interpretable?

Description of Computer Analysis

Seventy-nine variables were punched onto normal 80 column punch cards, two cards per child. There were 19 demographic variables. For each of the seven Self-Regard Scales there were 3 variables: teacher's rating, mother's rating and father's rating. These three variables were punched for each of the ten MPPII scales and for total MPPII score. The remaining six variables were SCAMIN scores on self-concept.

Three problems were identified for computer analysis at the Rensselaer Polytechnic Institute's computer center. The first two problems made use of Contingency Table analysis. Problem one requested tables for a 40 variable set -- demographic variables and Self-Regard Scale variables. Problem two requested tables for a 60 variable set -- Self-Regard Scale variables, MPPII variables and SCAMIN variables.

The third problem made use of Correlation Analysis. A 79 x 79 matrix was requested. All programs were from the University of California Biomedical Package (Dixon, 1967-68).

Summary

The sample for the 1975 field test of the Barber Scales of Self-Regard for Preschool Children came from Episcopal schools distributed widely by geographical area. The instrumentation included, besides the Self-Regard

Scales, the SCAMIN and the Minnesota Personality Profile II, plus a demographic questionnaire. The basic sample, n = 177, represents children from 3 to 5 years of age from middle to upper middle class families. The design of the field test included analysis for usability, reliability, plus content, concurrent and construct validity of the Self-Regard Scales. The computer analysis made use of two Biomedical Programs: 1. BMDO2S, Contingency Tables; and 2. BMDO3D, Correlation with Item Deletion. This paper introduces a series of papers which describe the results of analysis.

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